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ABSTRACT

An instructor's manual and student activity guide on desk accessories are provided in this set of prevocational education materials which focuses on the vocational area of office occupations. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (five to seven days), activity goals, seven instructional objectives, related vocational clusters, and activity implementation (description, safety precautions, materials needed, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication). The student activity guide is organized into six units: pencil holder, note pads, telephone directory, desk calendars, in-out boxes, and desk blotter. Step-by-step instructions (narrative and illustrations) for completing each instructional objective are provided. At the end of each set of instructions is a student check point (evaluation activity). Eight occupational descriptions (e.g., a collator operator, bindery worker, folding-machine operator) conclude the document. (JH)

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ED169373

OFFICE OCCUPATIONS – DESK ACCESSORIES

Kit No. 84

INSTRUCTOR'S MANUAL

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1978

CE 020 558

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TITLE OF ACTIVITY

Kit No. 84, Office Occupations– Desk Accessories

DURATION

Main Activity: 4 – 5 days
Follow-up Activities: 1 – 2 days

GOALS

Given step-by-step directions, the student will learn to follow directions.

Given step-by-step directions, the student will understand the purpose of desk accessories.

Given step-by-step directions, the student will have a feel for assembly production of manufactured items.

Given step-by-step directions, the student will realize the importance of accuracy in clerical copying.

Given step-by-step directions, the student will have a better understanding of the process of working as a part of a larger group even when expressing individuality.

INSTRUCTIONAL OBJECTIVES

Given the necessary directions, students will construct a box (top).

Given the necessary directions, the student will copy and assemble a calendar.

Given the necessary directions, the student will clean, paint and decorate a pencil holder.

Given the necessary directions, the student will arrange index tabs in alphabetical order.

Given the necessary directions, the student will create a design for a cover.

Given the necessary directions, the student will use a ruler to measure and mark points.

Given the necessary directions, the student will create decorative and useful items.

VOCATIONAL CLUSTERS

Home Economics
Trade and Industry
Distributive Education

ACTIVITY IMPLEMENTATION

A. Activity Description

This activity involves making desk accessories. The first class period should be spent introducing the activity through a filmstrip which explains the functions of various desk accessories. Discussion should be held so that students can begin to think about design ideas and which items they prefer to work with. On the first day, assignments to items should be made. The instructor should have the supply table set up for the second day. If supplies are set up according to items, less confusion will result. Each group should have a dependable person for supply clerk. The activities all begin with supply clerk getting the materials and distributing them to the workers.

B. Safety

The note pad activity requires use of a hammer. All equipment should be kept in a safe place until needed. If a paper cutter is used in this activity, the instructor should be on hand to supervise. Scissors should be used with caution.

C. Materials Required

1. Audio Visual Equipment
   Filmstrip projector
   Cassette player
2. Technical Equipment
   2 Hole punches
   Hammer
   Large stapler
   2 Rulers
   2 Scissors
3. Expendable Materials
   Blotters: for each
   poster board or blotter sheet
   2" (5.08 cm) wide masking tape

color markers or crayons

Desk calendars: for each
- 14 sheets of "squared" paper (from master)
- 2 sheets construction paper for cover
- binders (if staple is not used)
- a current calendar which can be taken apart
- staples

Pencil holder: for each
- small juice can (ask students to bring)
- masking tape
- paints and brushes for painting cans
- cover materials (ask students to bring: pictures from magazines, cloth, wallpaper scraps; masking tape may be used and painted with shoe polish to give a leather look)
- glue, paste
- rags and liquid cleaner
- sponge paint applicator

Telephone directory
- construction paper for cover
- directory pages (from master)
- index tabs (from master)
- brads or binders
- glue, paste

IN-OUT boxes
- two sheets of cardboard or poster board --approximately 13" x 16" (33 x 40.6 cm)
- glue, paste
- patterns for corners (from masters or heavy line pattern)
- carbon paper

Note pads
- 15 sheets of regular typing paper (may be used on one side)
- wooden board--6" x 5" (15 x 12.7 cm)--any thickness will do
- no. 16 finishing nails (5 or 6)

D. Preparation Prior to Class

Read each Student Guide. Supplies should be arranged in a designated "supply area" and student jobs already assigned so that only one student per group comes to supply table.

E. During Class Session

Introduce the activity the first day by showing the filmstrip and discussing the styles preferred or assign the style and materials. Also, assign jobs and ask students to write down materials they can and will bring.

On the second day, have supply clerks get supplies and then begin activities. Students are instructed to consult the instructor, so the instructor should be on hand and walk around from group to group. Have definite areas set aside for groups.

F. Follow-up Activities

Have each student complete a VIEW Fact Sheet on the career related to this activity--from clerk to carpenter--in which he/she is most interested.

Ask students to check in the stationery or book department of a large store and bring in ideas on how these desk accessory items are made in other forms.

MASTERS FOR DUPLICATION

- VIEW Fact Sheet
- Telephone Directory Pages
- Alphabetical Index Tabs
- Pattern for Corners
- Calendar Form

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared (do) for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. ← 1 2 3 4 5 → I like it.

C

TELEPHONE DIRECTORY

	1
	2
	3
	4
	5
	6
	7
	8
	9
	10
	11
	12
	13
	14
	15
	16
	17
	18
	19
	20
	21
	22

SET # 1

A
B
C
D
E

SET # 2

F
G
H
I
J
K

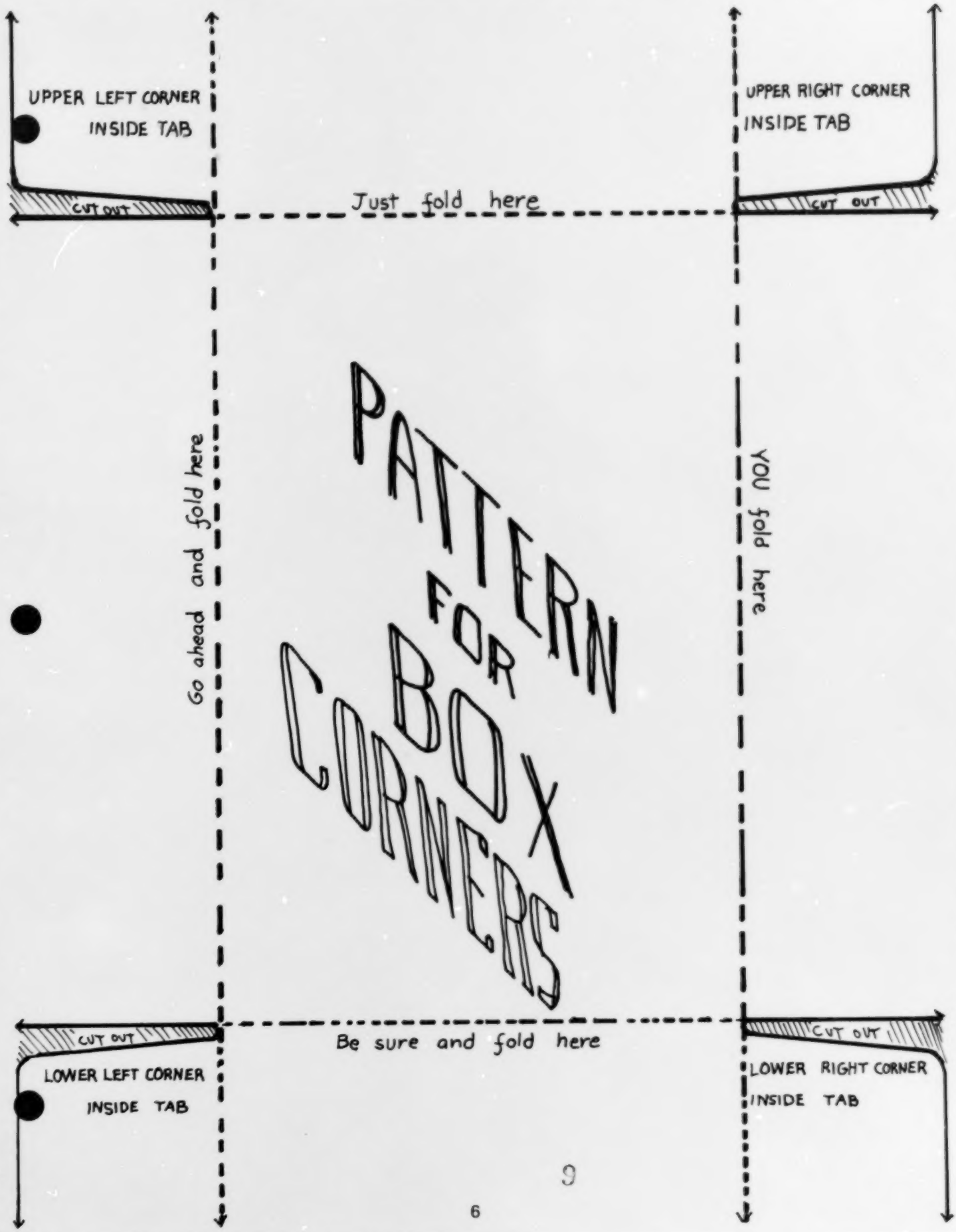
SET # 3

L
M
N
O
P/Q

SET # 4

R
S
T
U/V
W/X
Y/Z

INDEX TABS


UPPER LEFT CORNER
INSIDE TAB
CUT OUT
Just fold here
UPPER RIGHT CORNER
INSIDE TAB
CUT OUT
Go ahead and fold here
PATTERN FOR BOX CORNERS
YOU fold here
CUT OUT
LOWER LEFT CORNER
INSIDE TAB
Be sure and fold here
CUT OUT
LOWER RIGHT CORNER
INSIDE TAB

MONTH_____ YEAR_____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

OFFICE OCCUPATIONS – DESK ACCESSORIES

Kit No. 84

STUDENT
LEARNING ACTIVITY GUIDE

Prepared by

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INTRODUCTION

Your company "SWANK DESK ACCESSORIES" manufactures desk accessories for offices. The company takes pride in the workmanship of the products and strives to have items look good as well as be useful. Various products made include: desk calendars; pencil holders; note pads; desk telephone directory with alphabetical tabs; a desk cover for the writing area, commonly known as a blotter; and IN-OUT boxes which workers use for mail, tasks assigned and paper work.

GOALS

Given step-by-step directions, the student will learn to follow directions.

Given step-by-step directions, the student will understand the purpose of desk accessories.

Given step-by-step directions, the student will have a feel for assembly production of manufactured items.

Given step-by-step directions, the student will realize the importance of accuracy in clerical copying.

Given step-by-step directions, the student will have a better understanding of the process of working as a part of a larger group even when expressing individuality.

DIRECTIONS

Read carefully each step and complete the process through the Checkpoint before going on to the next objective.

MATERIAL

Students should bring pencils and notebook paper. Unless a particular "creativity" is desired in an item, all supplies will be obtained from the supply center set up by the instructor.

FLOW CHART

PENCIL HOLDERS	NOTE PADS	TELEPHONE DIRECTORY	DESK CALENDARS	DESK BLOTTER	IN-OUT BOX
↓	↓	↓	↓	↓	↓
supply clerk (1)	supply clerk (1)	supply clerk (1)	supply clerk (1)	supply clerk (1)	supply clerk (1)
↓	↓	↓	↓	↓	↓
cleaners (2)	cutters (2)	punchers (2)	accounting clerks (2)	assembler (1)	drafter (1)
↓	↓	↓	↓		↓
painters (2)	carpenter (1)	designers (2)	binder (1)		assemblers (2)
↓		↓	↓		
decorators (2)		cutters (2)	cover designer (1)		
		↓			
		binder (1)			

Instructional Objective 1

The supply clerk will take a list, procure materials needed, and distribute to assemblers for making pencil holders.

STEP 1 – Obtain these supplies for each pencil holder to be made.

1. small can
2. masking tape
3. paints
4. cover material
5. glue
6. rags
7. liquid cleaner
8. brushes
9. old newspapers

STEP 2 – Distribute supplies to assemblers: cleaners, painters, decorators.

Cleaners: cans, rags, cleaning liquid
Painters: brushes, paint, newspapers
Decorators: cover materials including any finish to be added

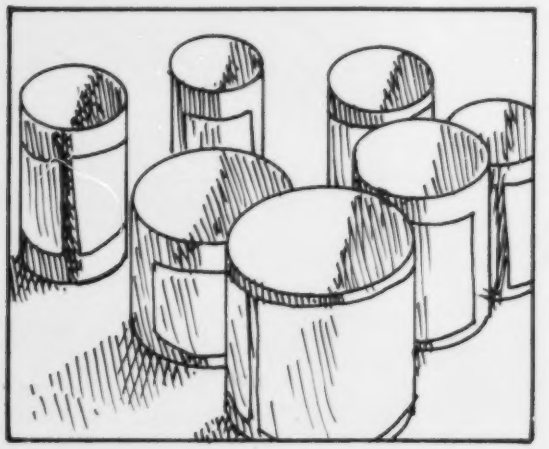
STEP 3 – Check the lists and be sure each worker has supplies. Instruct painters and decorators to work on ideas while cans are being cleaned. The decorators will also need pencils and scrap paper.

Check Point

Is each worker active?
Consult with instructor.

Instructional Objective II

Given supplies, the cleaners will prepare cans for painting.



STEP 1 – Look at the cans to be cleaned. Are they metal or paper product?

STEP 2 – Read the label on cleaning liquid to be sure it can be used on your materials.

STEP 3 – Using a small amount of cleaner and rags, clean the surface of cans--inside and outside.

STEP 5 – Present can to painters as soon as each is ready.

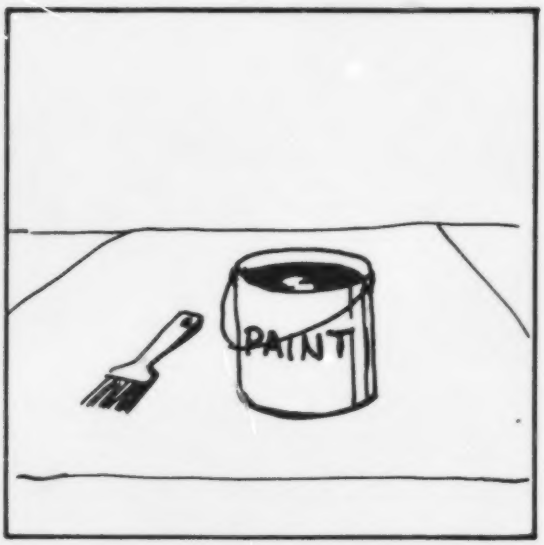
STEP 4 – Use clean, dry paper towels or rags and dry all surfaces.

Check Point

Have instructor check surfaces before giving cans to painters.

Instructional Objective III

Given paint and brushes or sponges, the painters will apply paint to all surfaces (except bottom) of cans.

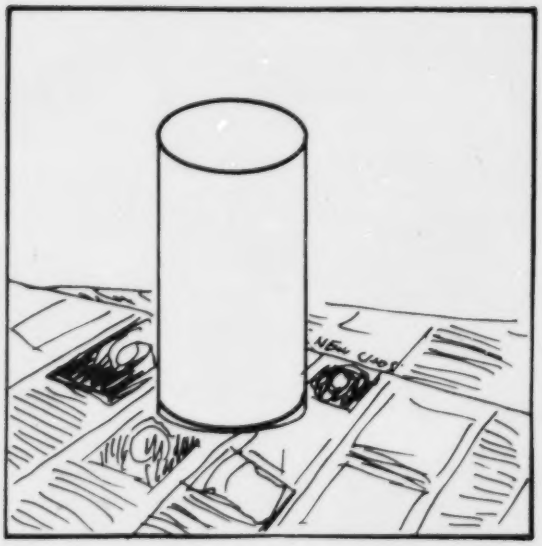


STEP 1 – Arrange paint in a safe place where it will not be in danger of spilling. If paint is in large container, small amounts should be poured into easier-to-handle containers. Take smaller containers to work area.

STEP 2 – Place newspapers flat on surface where painting is to be done. Place cans on newspapers. Consult instructor if you are in doubt about applying paint.

STEP 3 – With brush or sponge applicator paint the inside of the can. This will prevent rust and give an easy-to-clean surface.

STEP 4 – Paint the outside of the can. Paint top half near open end first. Turn can upside down and paint the bottom half.



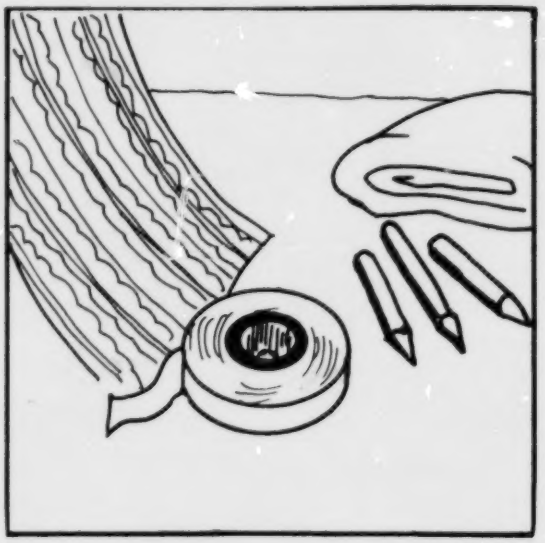
STEP 5 – Allow the can to dry (consult instructor if label is not available to check drying time).

Check Point

Check to be sure can is dry and give to decorators.

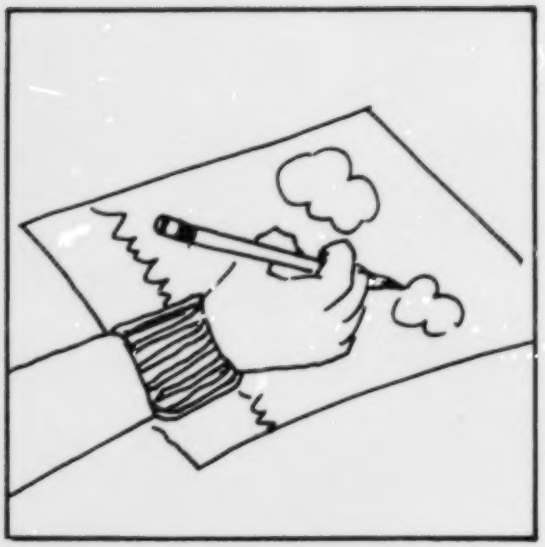
Instructional Objective IV

Given materials, the decorators will decide on final decoration or design for the outside of the pencil holders.



STEP 1 – Survey materials available to use.

STEP 2 – Consider style or color to be used in other desk accessories. Is the style modern, traditional or contemporary?



STEP 3 – Work out a design on a scrap sheet of paper.

Check Point

Consult instructor to be sure your ideas are coordinated with other accessories. The instructor may have alternate suggestions.

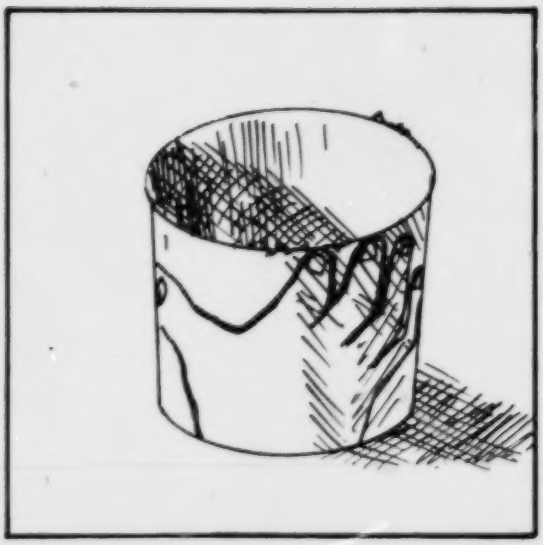
Instructional Objective V

Given painted, dry can, the decorators will affix a final decoration to the outside.

STEP 1 – Arrange your materials in a safe and easy-to-handle place.

STEP 2 – If materials are to be glued or pasted to can, put glue on can and materials and place decorations quickly in place.

STEP 3 – Follow directions for whatever design you have decided upon.



STEP 4 – Check to see that no loose edges are left. If sharp edges are on the can, use masking tape and cover these and then paint or color tape to blend with other design.

Check Point

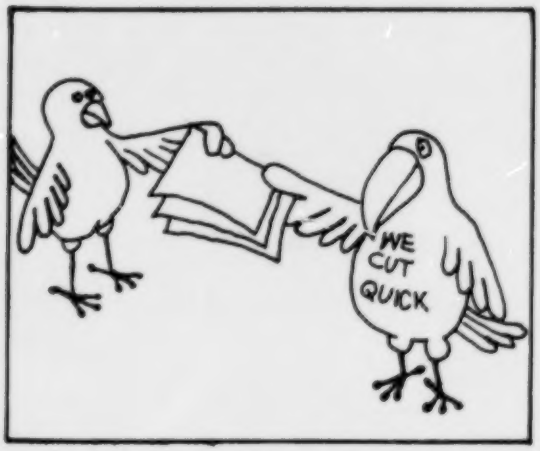
Consult instructor. Place pencil holders with other accessories.

Instructional Objective 1

Given a list of materials, the supply clerk will obtain these materials from a supply table, give to the workers and be sure each worker has materials to continue job assignments to make note pads.

STEP 1 – Read the list and go to supply table. These are supplies needed for one note pad.

1. approximately 15 sheets of typing paper 8 1/2" x 11" (for cutters)
2. one wooden board–6" x 5" (15 x 12.7 cm) (any thickness)
3. four no. 16 finishing nails
4. one hammer
5. one ruler



STEP 2 – Distribute the paper and scissors to cutters.

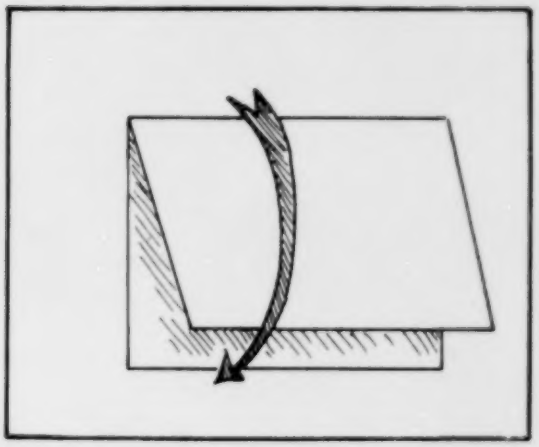
STEP 3 – Give board, hammer and nails to carpenters.

Check Point

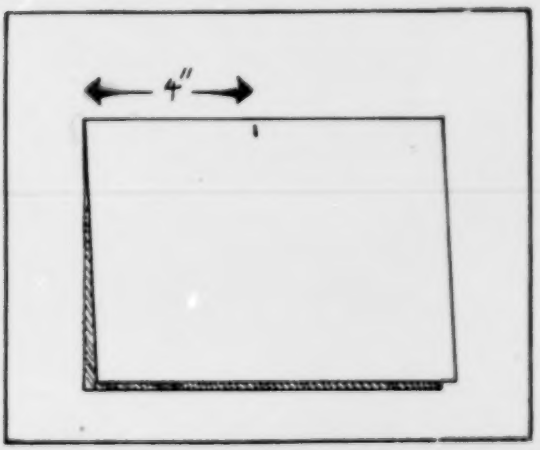
Consult with workers to see that they have needed supplies. The cutters and carpenters will also need pencils to make their marks when measuring.

Instructional Objective 11

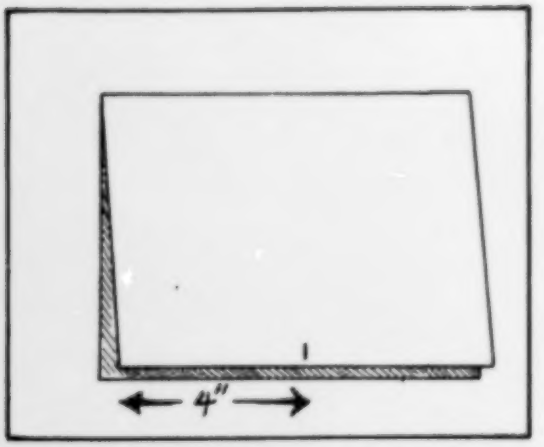
Cutters will receive paper (which may be clean on one side only if conservation measures are observed) which is standard or 8 1/2" x 11" (21.6 x 27.9 cm) size. These sheets of paper will be cut to the most commonly used size of note paper, 5 1/2" x 4" (13 x 10 cm).



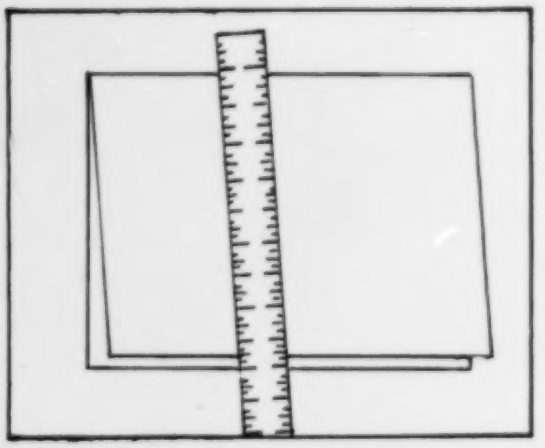
STEP 1 – Fold the paper by bringing the top edge to the bottom as illustrated. Crease. Leave the page folded.



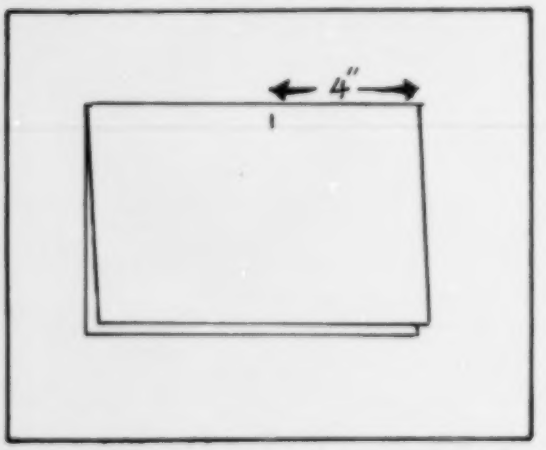
STEP 2 – Measure from the left edge of the paper toward the center 4" (10 cm) and mark it at the top.



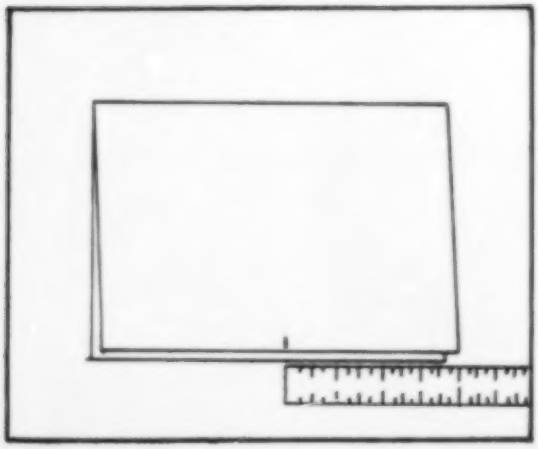
STEP 3 – Measure from the left edge of the paper to the 4" point and mark at the bottom.



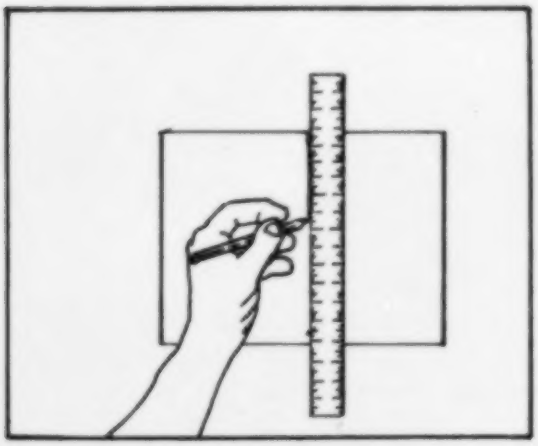
STEP 4 – Place the ruler edge even with the mark at the top of the page and align the ruler with the mark at the bottom. Draw a line from top to bottom.



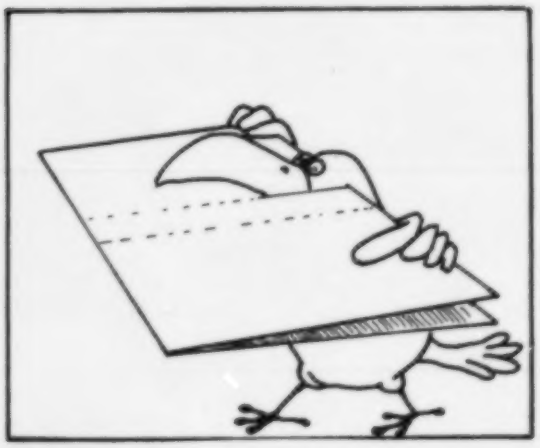
STEP 5 – Measure from the right top edge of the paper 4" in toward the center and mark.



STEP 6 – Measure from the right bottom edge 4" toward the center and mark.



STEP 7 – Align the ruler edge with both marks and draw a line.



STEP 8 – With scissors or paper cutter (if available), cut along the line you have drawn. Cut sheets at the top on the crease.

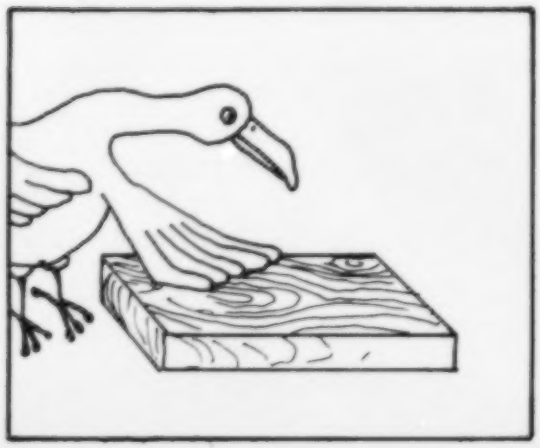
STEP 9 – Repeat Steps 1-8 until 45-50 sheets are cut.

Check Point

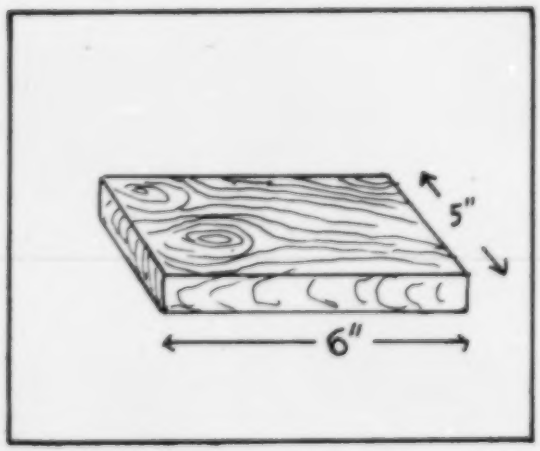
Place cut sheets together in a stack. Are all the same size?

Instructional Objective III

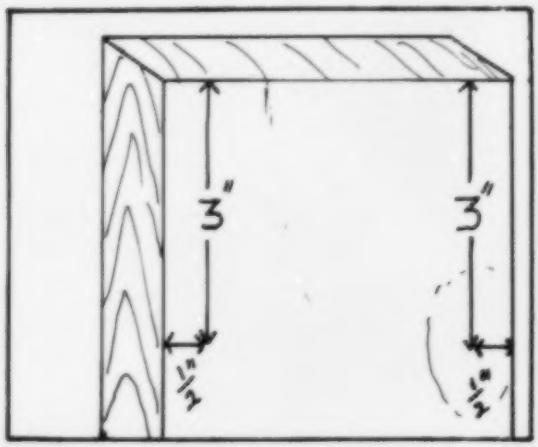
Given a board and nails, the carpenter will construct a holder for note paper.



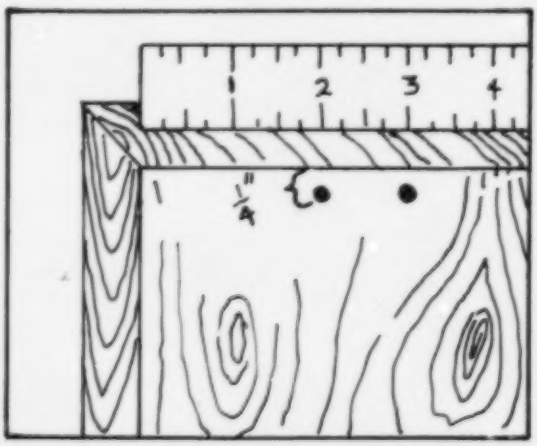
STEP 1 – Be sure board is sanded and smooth and has no rough edges.



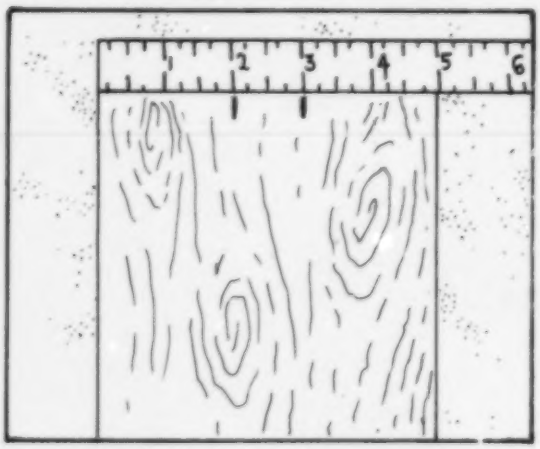
STEP 2 – Measure the board to be sure it is at least 6" x 5" (15 x 12.7 cm).



STEP 3 – With ruler across top of board, mark the 2 1/2" (6.4 cm) point and the 3 1/2" (8.90 cm) point.



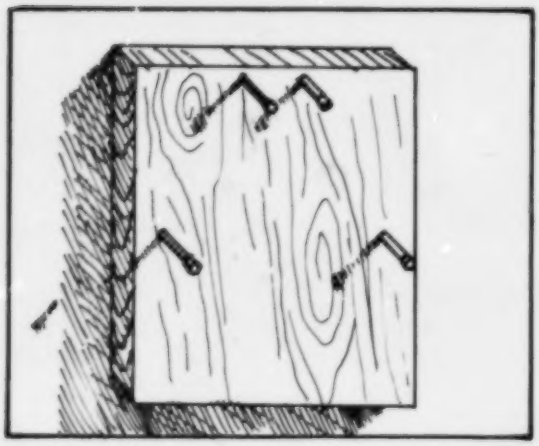
STEP 4 – Measure from the top of the board and mark 1/4" (.635 cm) point at the 2 1/2" and 3 1/2" marks. See illustration.



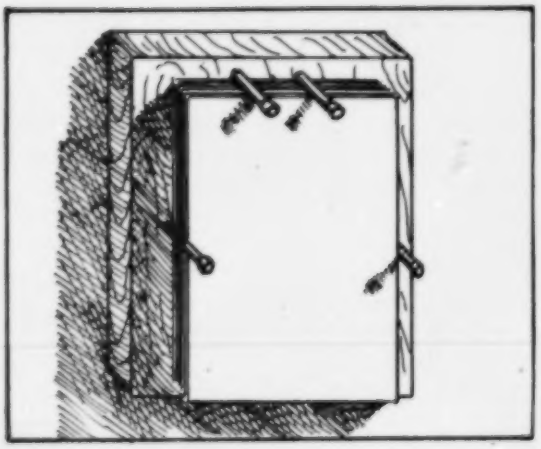
STEP 5 – On the sides of the board, measure and mark 3" (7.6 cm) from top. Then, measure and mark 1/2" (1.3 cm) from side.

Check Point

Consult with instructor to be sure your marks are in the correct position.



STEP 6 – Using the hammer, place a small finishing nail at each mark.



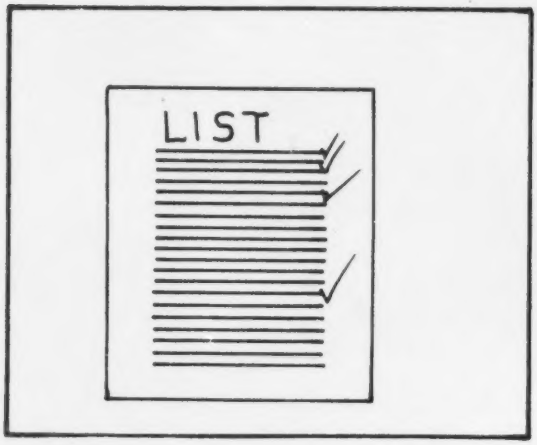
STEP 7 – Obtain note sheets from cutters and place sheets inside nails.

Check Point

Show completed work to instructor. Place note pad with other accessories.

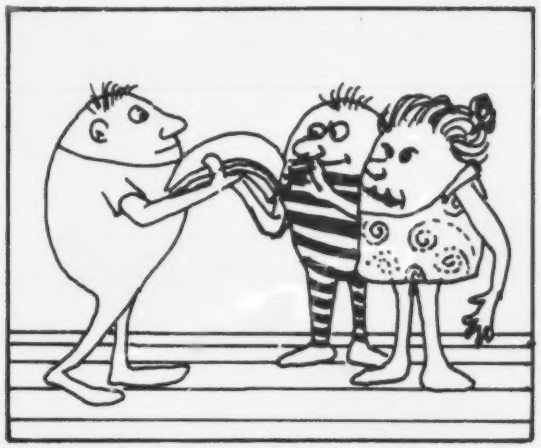
Instructional Objective 1

The supply clerk will obtain necessary supplies and materials to construct a desk telephone directory with alphabetical indexes.



STEP 1 – Take the following list to the supply table and obtain a set of supplies for each telephone directory to be made.

1. Cover pages (2) and plain work pages for designers
2. Inside directory pages--with lines (22 pages)
3. Set of index tabs and scissors
4. Hole punchers
5. Brads or binders
6. Glue or paste



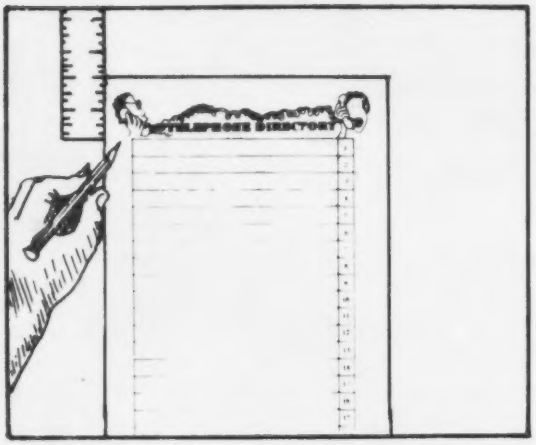
STEP 2 – Distribute supplies to assemblers: Work pages to cover designers; cover pages and inside pages to punchers; brads to binders; index tabs, scissors and glue to cutters.

Check Point

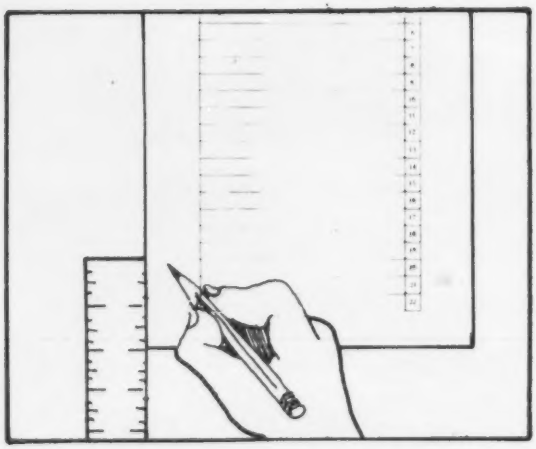
Use list and consult with each worker to be sure supplies are on hand. Designers will also need scrap paper and pencils or pens. Punchers will need pencils.

Instructional Objective II

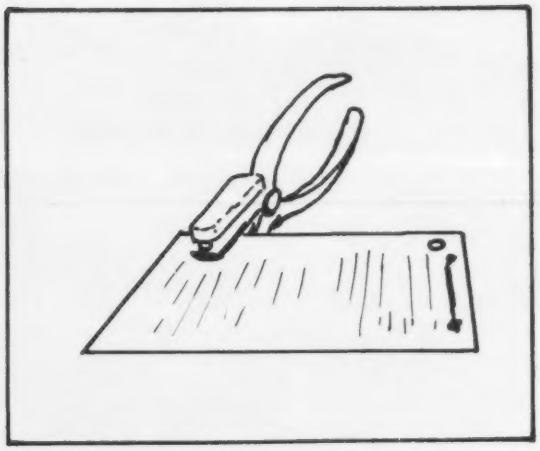
Given cover sheets and inside pages for telephone directory, the punchers will punch holes in proper place on the left side of all sheets.



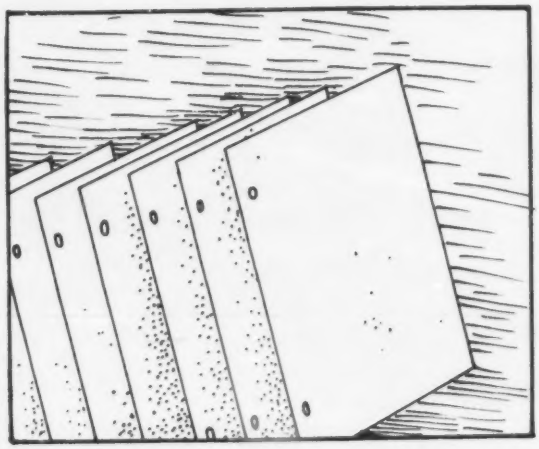
STEP 1 – With a ruler, measure 2" (5 cm) from the top left corner of the page. Place a small straight mark at the 2 inch point.



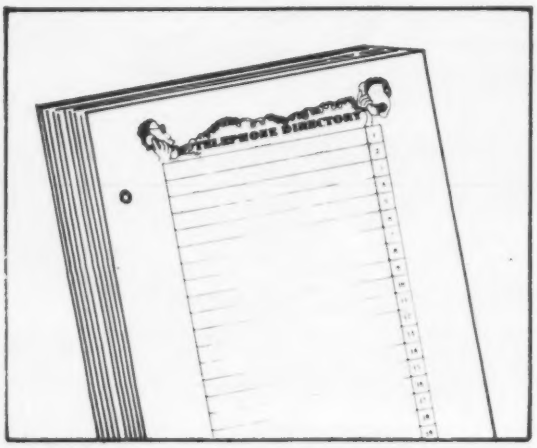
STEP 2 – Measure 2" from the bottom of the page and mark it.



STEP 3 – Punch holes at these marks.



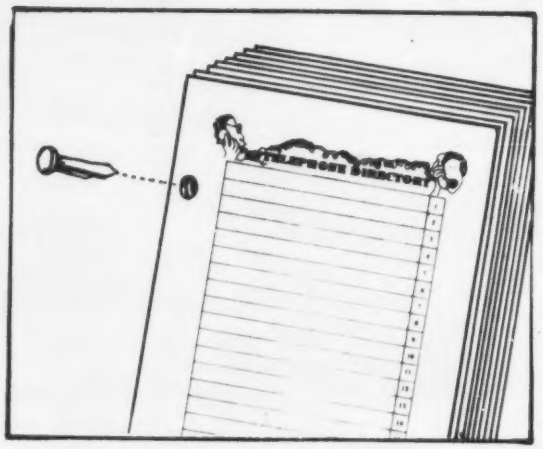
STEP 4 – Take other sheets and follow the directions until all sheets, including cover sheets are punched.



STEP 5 – Hold all sheets together to see if the punched holes align.

Check Point

Could a brad be inserted in holes without hitting pages that have not been punched? Do you have 22 pages punched for inside of each directory? Have two cover pages been punched for each? If cover sheets are not the same size as inside pages, consult instructor about this. Give cover sheets to cover designers, and inside pages to cutters.



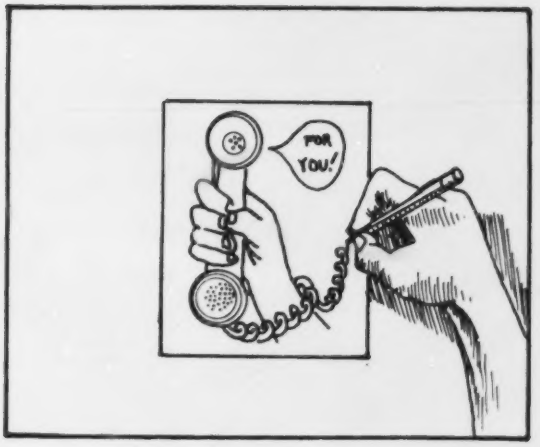
Instructional Objective III

Given pages to become front and back cover, the designers will create a front cover and back cover for the directory.

STEP 1 – Consult instructor about style and harmony of other accessories.

STEP 2 – Print title – TELEPHONE DIRECTORY – and other ideas for the front cover on scrap paper before transferring to cover sheet.

STEP 3 – Print your ideas for the back cover on scrap paper. The back cover may be decorative or may have lines for most frequently used numbers.



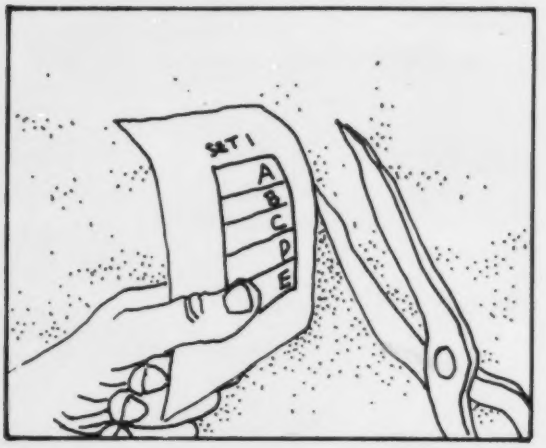
STEP 4 -Transfer final design to cover sheets.

Check Point

Are all words spelled correctly? Consult with instructor and then give cover sheets to binders.

Instructional Objective IV

Given a set of printed index tabs, the cutters will cut, arrange in correct order, and glue tabs to pages.



STEP 1 – The index tabs have been divided into four sets. Take one set at a time and, first, cut each individual tab away from others on the set.

STEP 2 – Place the cut out tabs in a safe place where order can be kept. Try to keep sets together.

Check Point

Count and check tabs in each set with this list:

SET ONE--A B C D E
SET TWO--F G H I J K
SET THREE--L M N O P/Q
SET FOUR--R S T U/V W/X Y/Z

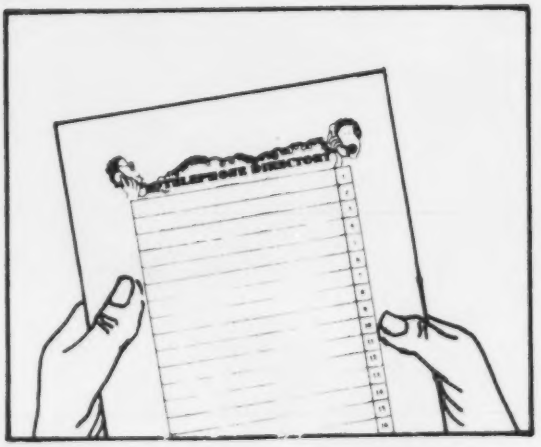
Instructional Objective V

Cutters will obtain directory pages from punchers and affix index tabs to pages.

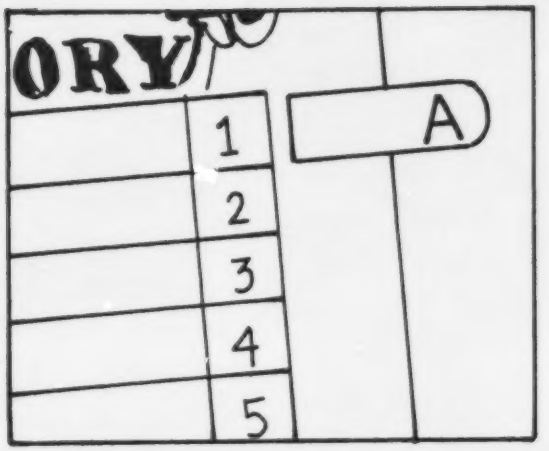
SET 1 = 5 pages
SET 2 = 6 pages
SET 3 = 5 pages
SET 4 = 6 pages

STEP 1 – Using the list below, obtain the needed sheets for your SETS of tabs.

SET ONE -- 5 pages
SET TWO -- 6 pages
SET THREE -- 5 pages (combine P/Q)
SET FOUR -- 6 pages (combine U/V, W/X, Y/Z)



STEP 2 – Examine the pages carefully. Note that on the right side, spaces have been marked off. Twenty-two spaces are shown.



STEP 3 – Paste the tabs in the correct space corresponding to the number of the letter in the alphabet. See alphabet below if in doubt.

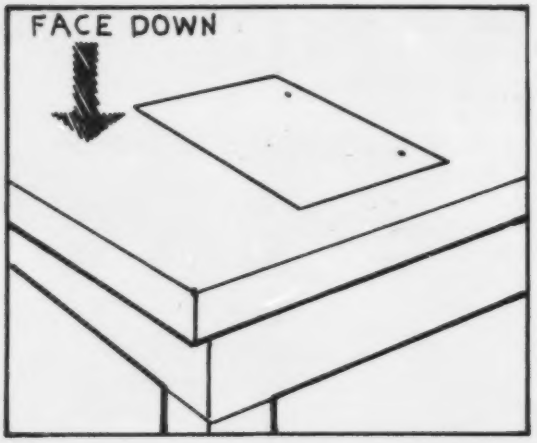
Letter	Number
A	1
B	2
C	3
D	4
E	5
F	6
G	7
H	8
I	9
J	10
K	11
L	12
M	13
N	14
O	15
P/Q	16
R	17
S	18
T	19
U/V	20
W/X	21
Y/Z	22

Check Point

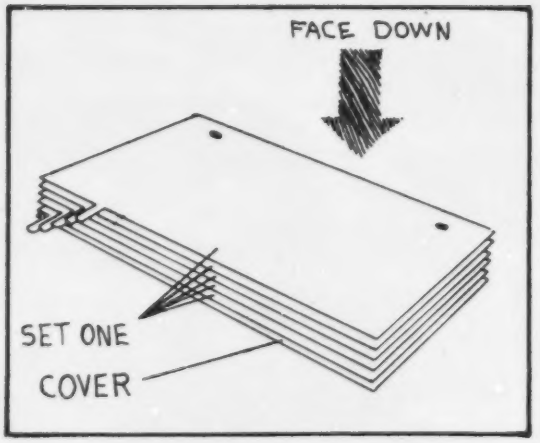
Count your sets and be sure that each set has the correct number of pages. Present to assemblers.

Instructional Objective VI

The binders will act as final assemblers and by taking the covers, inside pages, and items to use to hold the directory together, will fasten the materials together to form the directory.

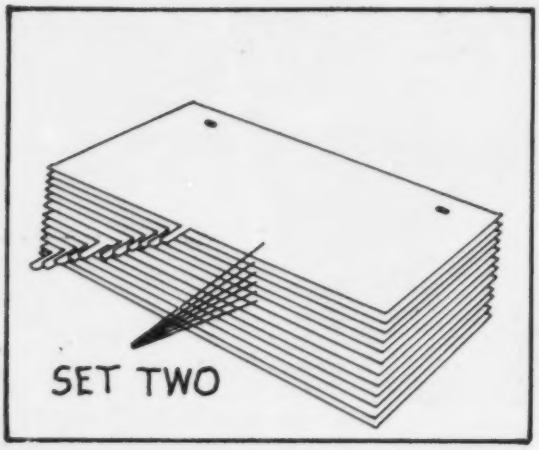


STEP 1 – Place front cover page on table with outside down toward tabletop.



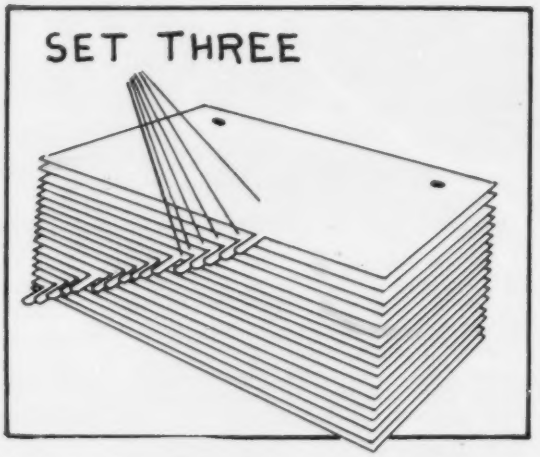
STEP 2 – Begin with SET ONE.

A. Check the order of the index tabs. . . .A B C D E
B. Place (with face of index down toward table) on top cover.



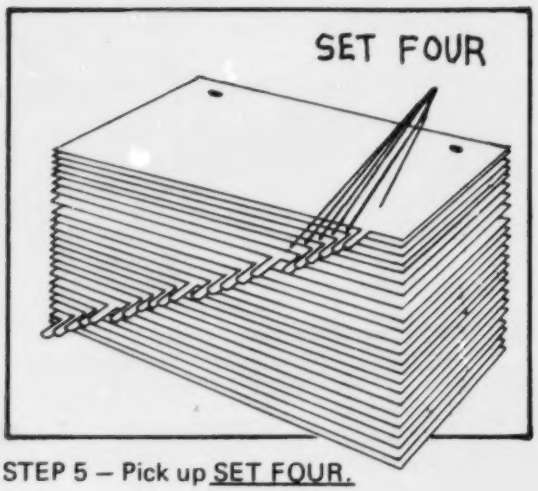
STEP 3 – Pick up SET TWO.

A. Check the order of the index tabs. . . .F G H I J K
B. Place pages (with face of tabs toward table) on top of SET ONE.



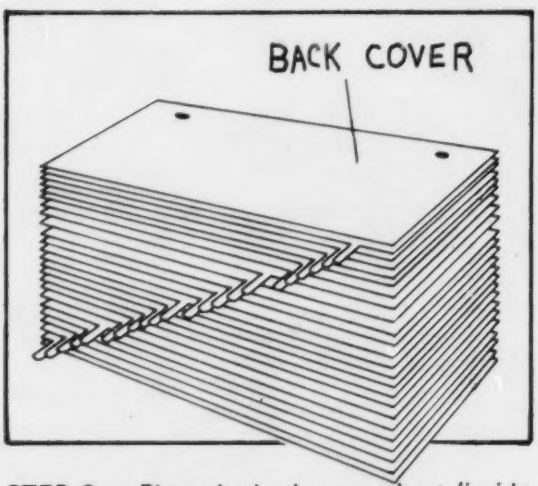
STEP 4 – Pick up SET THREE.

A. Check the order of the index tabs. . . .L M N O P/Q
B. Place pages (with face of tab toward table) on top of SET TWO.

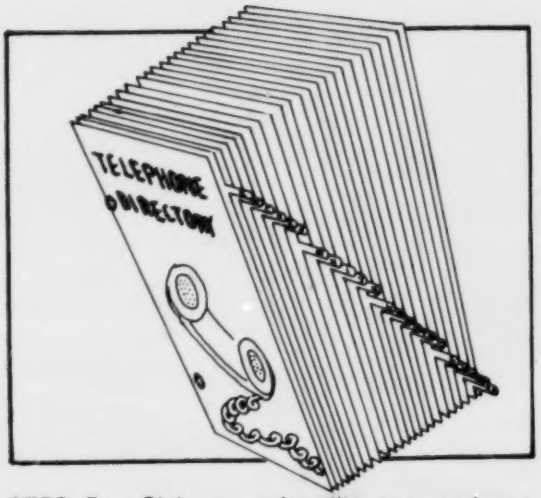


STEP 5 – Pick up SET FOUR.

A. Check the order of the index tabs. . . . R S T U/V W/X Y/Z
B. Place pages (with face of tab toward table) on top of SET THREE.



STEP 6 – Place the back cover sheet (inside toward pages down) on top of the assembled directory.



STEP 7 – Pick up entire directory and put brads through punched holes--or fasten in whatever way has been decided upon.

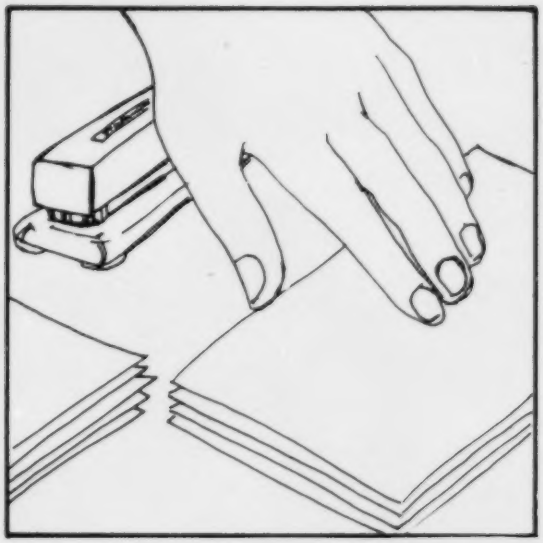
Check Point

Consult with instructor and turn pages, check indexes, and put final product with other desk accessories.

Instructional Objective 1

Given a list of materials, the supply clerk will obtain materials to construct a desk calendar.

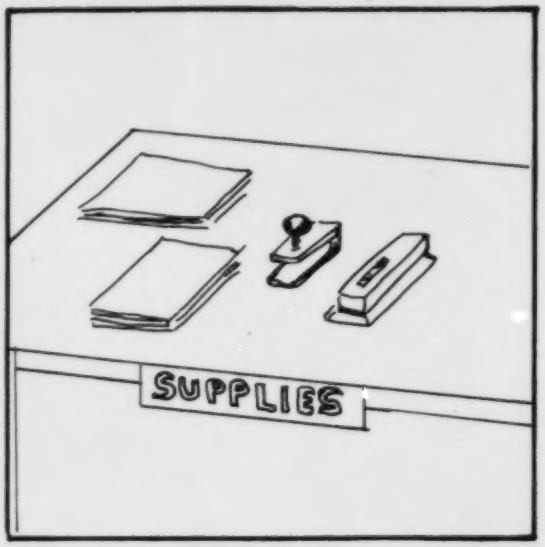
STEP 1 – Go to the materials table. Take this sheet with you.



STEP 2 – Select the following materials:

1. 14 sheets of paper with blank squares
2. 2 sheets for back and front covers
3. binders--whatever is to hold the calendar pages together (brads, yarn, clips)
4. stapler, staples

STEP 3 – Take materials to your assembly area.



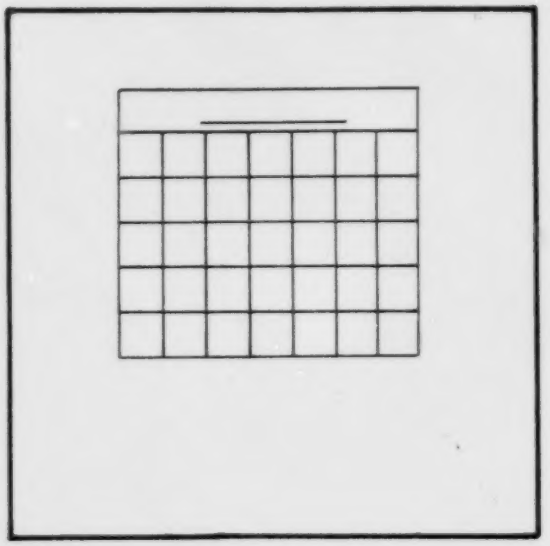
STEP 4 – Arrange your materials on the table in the order listed. Write the items on the supply sheet.

Check Point

Call out the items from your sheet and have members of the group check to see that everything is there. Divide 12 sheets with blanks, giving each person at least one. The accounting clerks and the cover designers will also need pencils or pens.

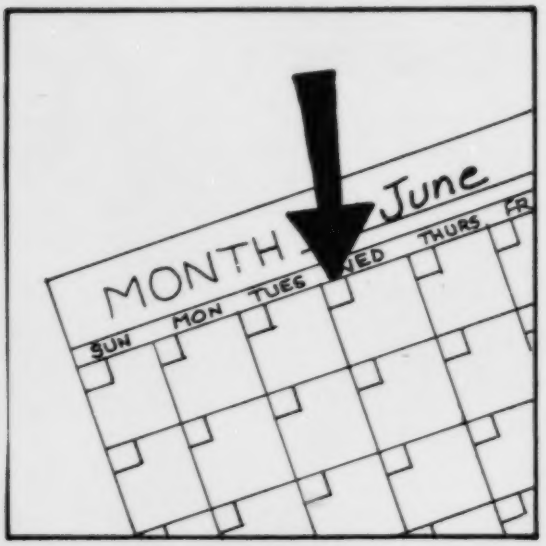
Instructional Objective II

Given sheets with blank squares, the accounting clerks will copy accurately the month or months assigned.



STEP 1 – Consult instructor to receive calendar sheets to copy.

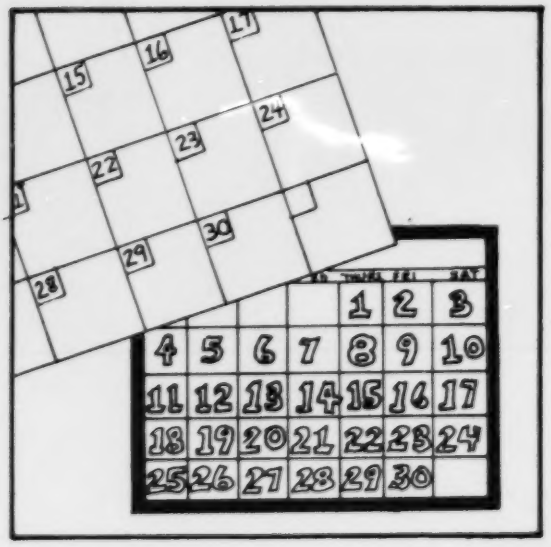
STEP 2 – Carefully PRINT the name of the month in the space at the top of the sheet.



STEP 3 – Print the numbers for the days of the month as illustrated.

Check Point

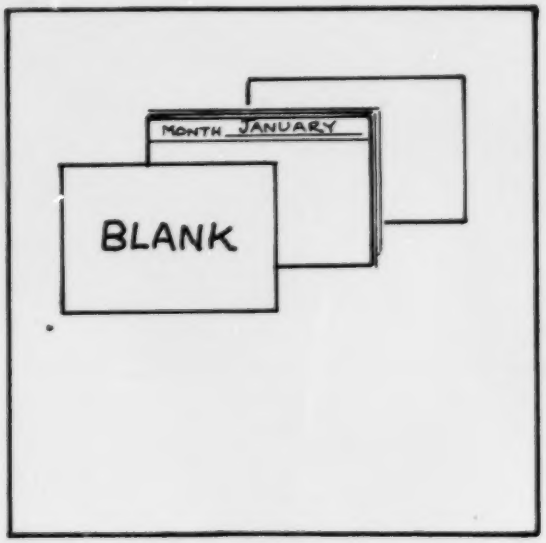
Ask the instructor to check to be sure your days are accurate. Present the correct sheet to the binder.



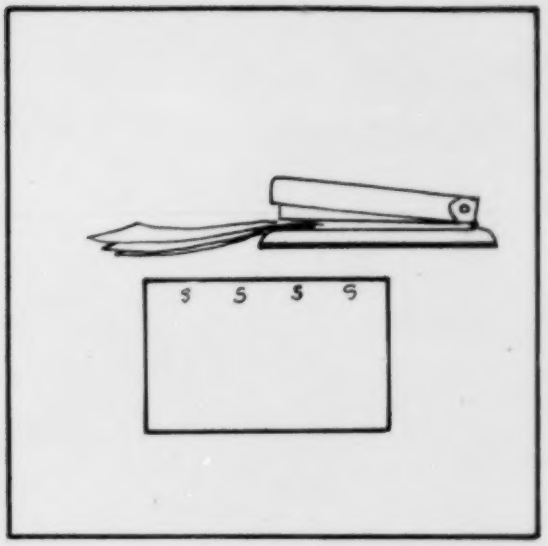
Instructional Objective III

Given the twelve calendar sheets, the binders will fasten the sheets together.

STEP 1 – Consult other group members to check accuracy of the order of the months.



STEP 2 – Place one blank sheet before JANUARY and one blank sheet after DECEMBER.



STEP 3 – Secure the pages by placing staples along the edge on lines marked "STAPLE."

Check Point

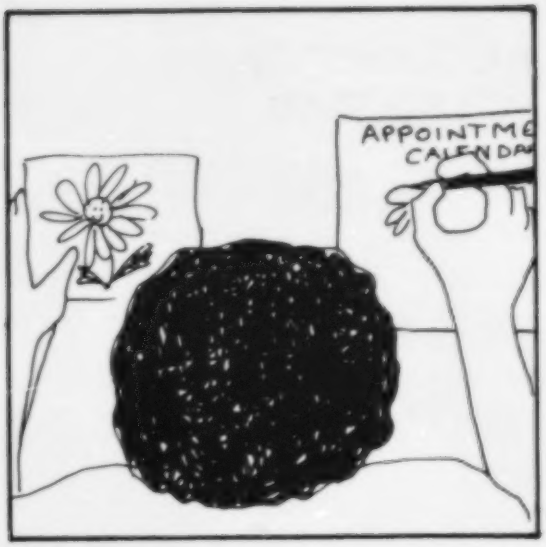
Can each sheet be lifted with ease and are all months easy to read? CHECK with your instructor to be sure the calendar is ready for covers.

Instructional Objective IV

Given sheets of construction paper, the cover designers will print "APPOINTMENT CALENDAR" and design the cover.

STEP 1 – On plain sheets of paper, arrange the title in different ways and consult with group members for ideas.

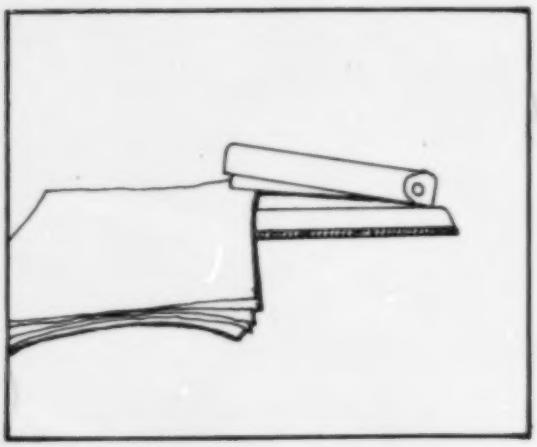
STEP 2 – After group has decided on a cover design, consult instructor for approval.



STEP 3 – Transfer design to construction paper.

Check Point

Consult instructor about finished cover. Are all words spelled correctly?



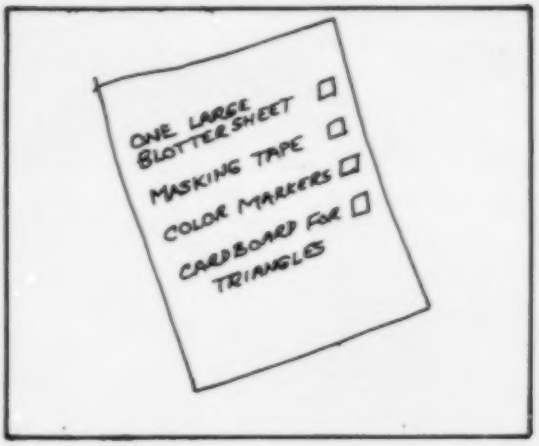
STEP 4 – Present cover to binders and assist in stapling cover to calendar.

STEP 5 – Place calendar with other items.

DESK BLOTTERS

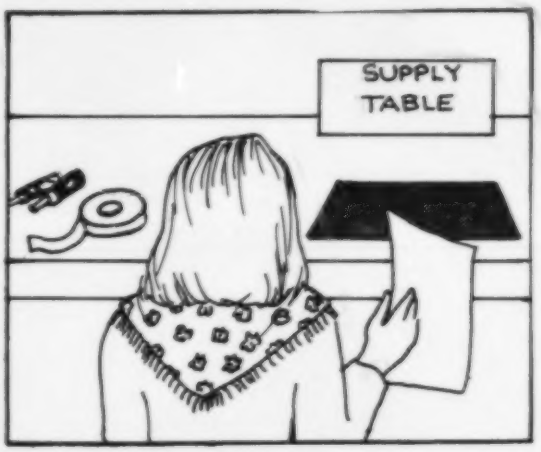
Instructional Objective 1

Given a list of materials needed, the supply clerk will procure and distribute materials.



STEP 1 – Read this list carefully: (materials listed for one blotter)

1. one large blotter sheet
2. masking tape
3. color markers
4. cardboard for triangles
5. ruler
6. scissors



STEP 2 – Take the list to the supply table and get needed items.

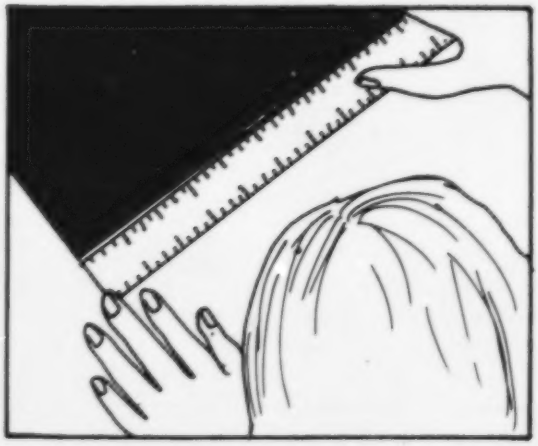
STEP 3 – Return to work area.

Check Point

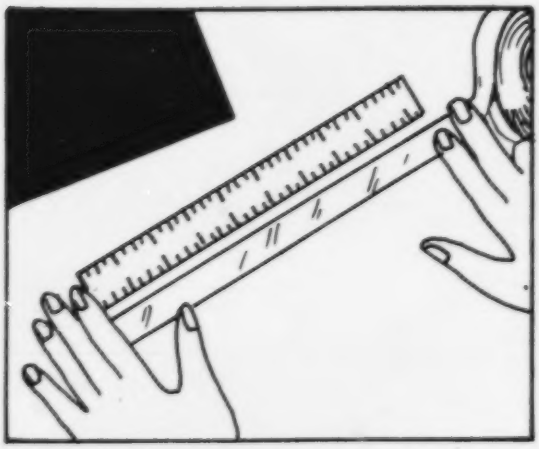
Do you have all materials?

Instructional Objective II

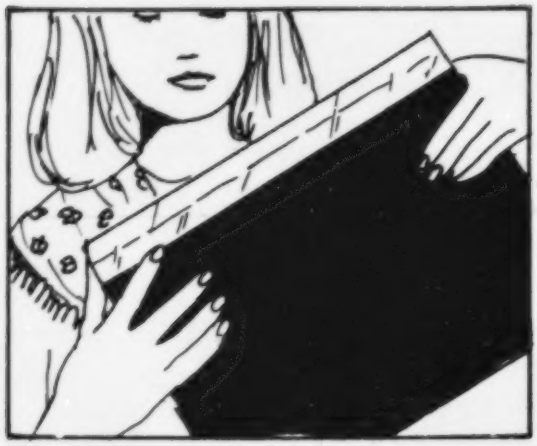
Given materials, the student will assemble a desk-blotter writing pad.



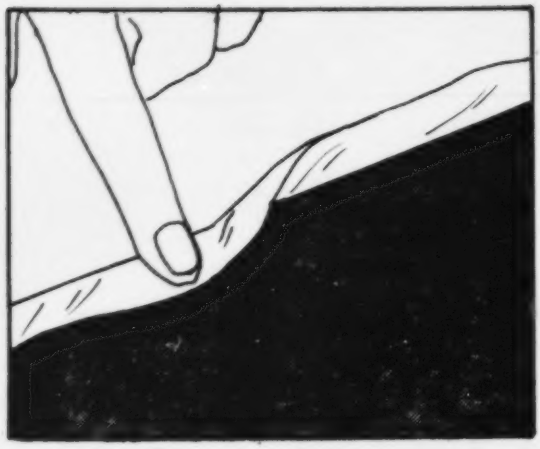
STEP 1 – Measure the length of the blotter sheet.



STEP 2 – Measure a piece of masking tape the same length as the blotter.



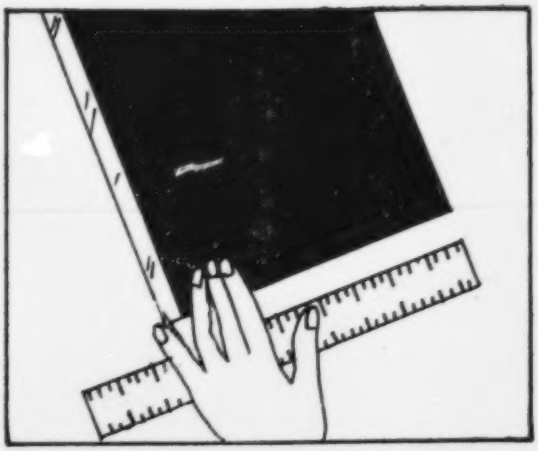
STEP 3 – Place the tape over the edge of the blotter sheet as illustrated. Stick half of the width on the top side; turn the sheet over.



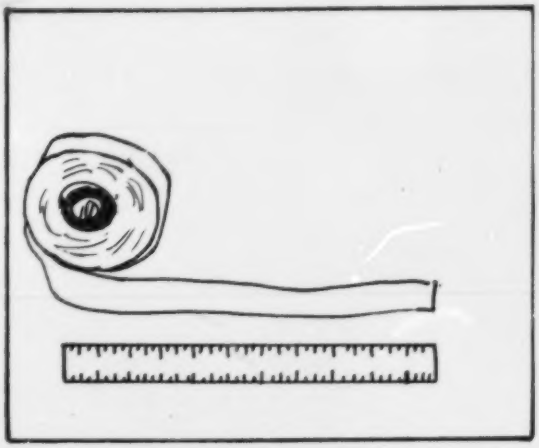
STEP 4 – Carefully fold the other half of the width of tape to the other side. You have now protected the edge of the blotter sheet so that it will not tear and get ragged.

Check Point

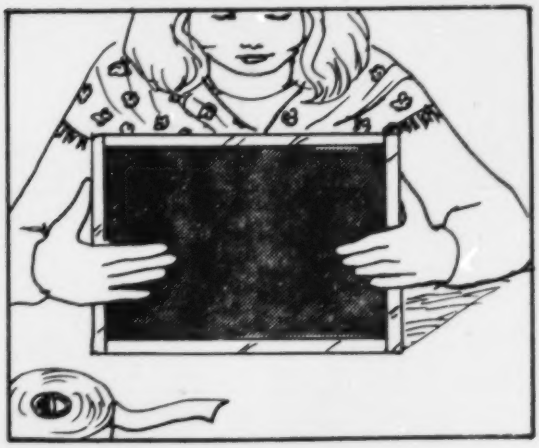
Did you get the tape smoothly fixed at the corners?



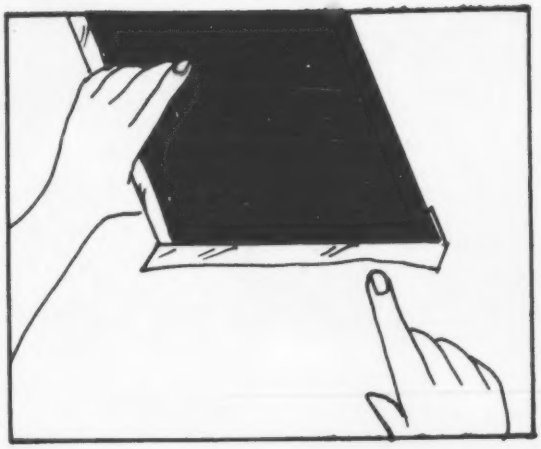
STEP 5 – Measure the width of the blotter sheet.



STEP 6 – Carefully measure masking tape the same length as the width.



STEP 7 – Place the tape on the side in the same manner as you did at the top.



STEP 8 – Repeat the steps and place tape on all four sides.

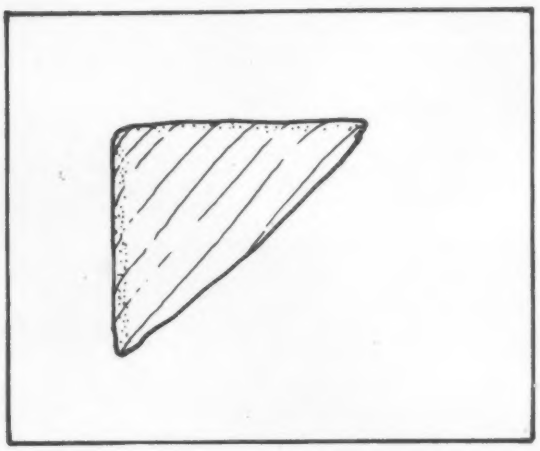
Check Point

Are your corners smooth where they overlap?

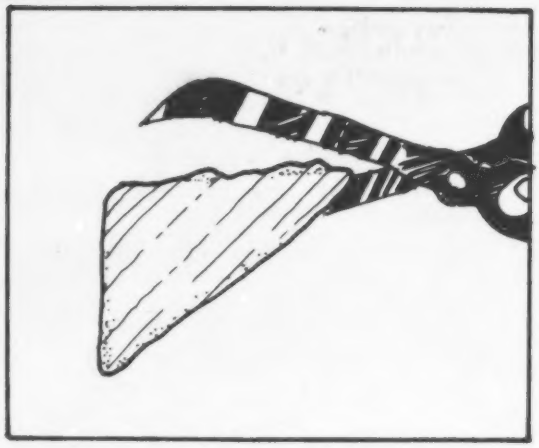
Instructional Objective III

Given directions, the assembler will tape corners to make them stronger and add decoration.

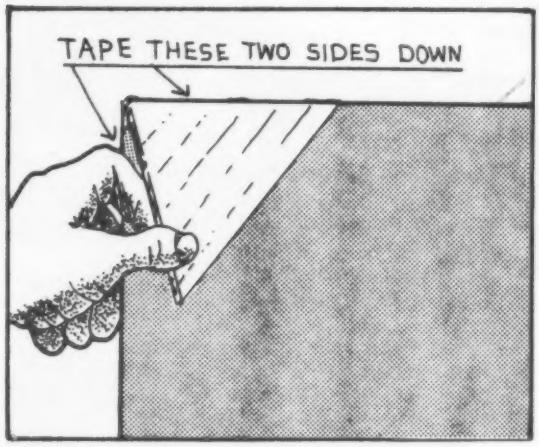
STEP 1 – From the cardboard, cut a triangle as illustrated for each corner.



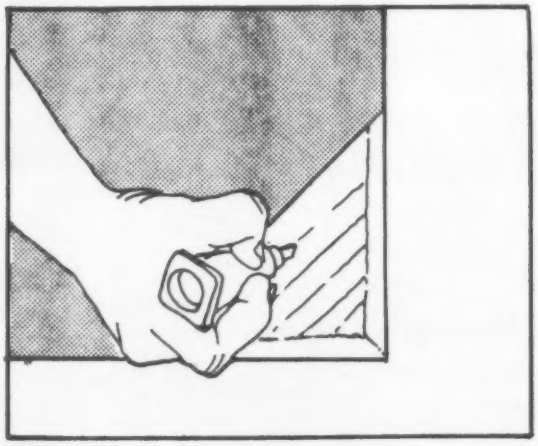
STEP 2 – Cover the triangle with masking tape.



STEP 3 — Trim any tape edges that may stick out.



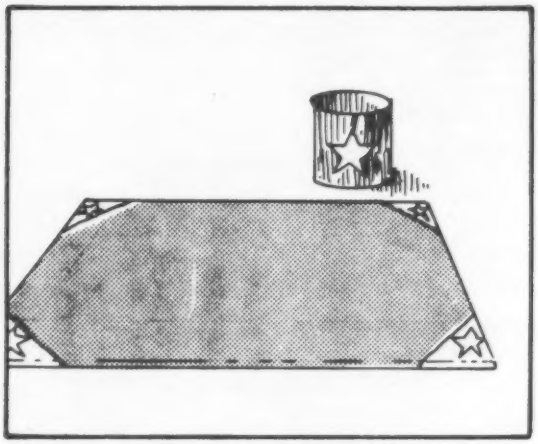
STEP 4 — Place triangles on the corners of blotter sheet and tape at edges.



STEP 5 — Using marking pencils, color or design on the tape--if desired.

Check Point

Place the blotter sheet flat on a desk. Are any edges not smooth? Are all corners taped securely? Does color or decoration coordinate with other desk accessories in your group?

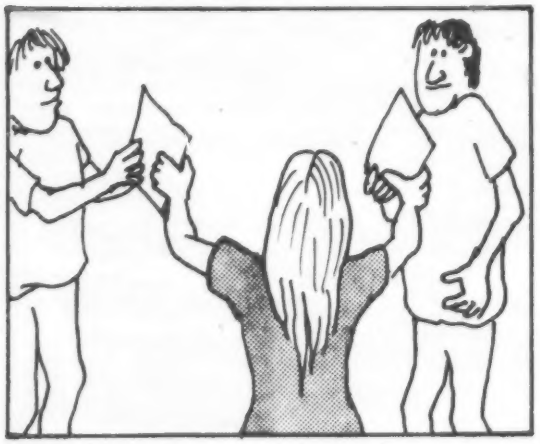


Instructional Objective 1

Given a list of supplies for construction of two boxes, the supply clerk will obtain supplies and distribute among drafter assemblers.

STEP 1 – Read the following list and go to the supply table to obtain supplies.

1. 2 sheets of poster or cardboard (or material selected) approximately 13" x 16" (33 x 40.6 cm)
2. glue or paste
3. scissors (2 pairs)
4. 2 rulers
5. patterns for corners
6. carbon paper (2 sheets)



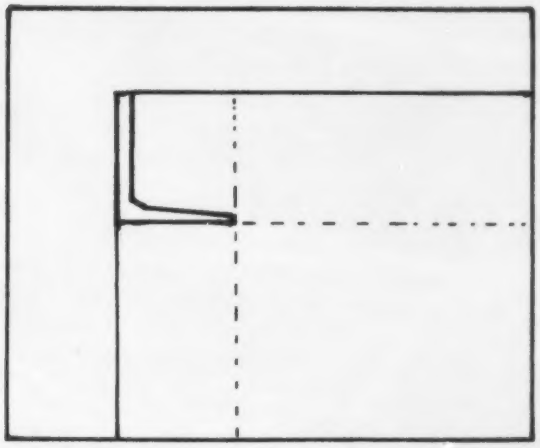
STEP 2 – Give one of each item (except paste which will be only one) to each assembler.

Check Point

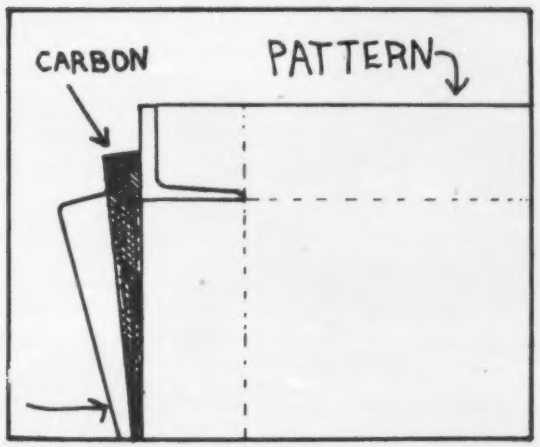
Assemblers will also need pencils--not pens. Consult instructor to see that all needed supplies are available.

Instructional Objective 11

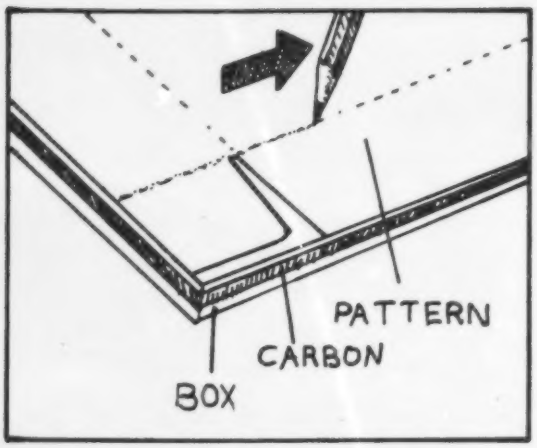
Given supplies and directions, the drafter assembler will mark the corners of the sheet to be cut for constructing corner of boxes.



STEP 1 – Place the designated corner on the corner of your sheet.



STEP 2 – Place a sheet of carbon paper between the pattern and the cardboard – carbon side toward cardboard.



STEP 3 – With a pencil, trace the lines to be cut by following lines on the pattern.

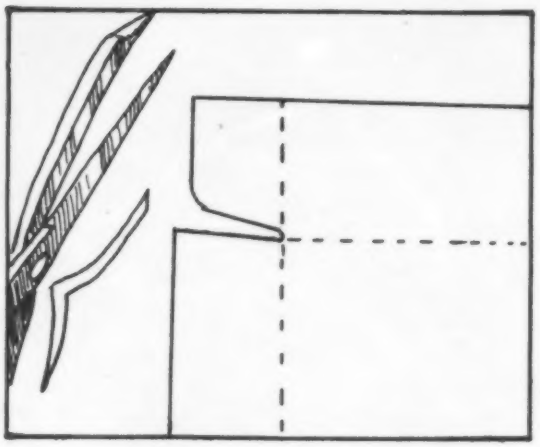
STEP 4 – Repeat this process with each corner.

Check Point

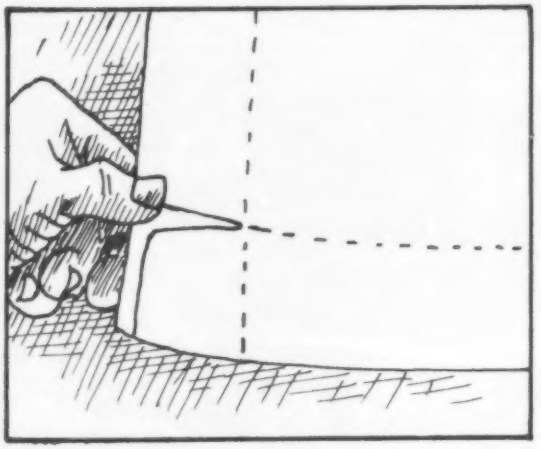
Remove pattern sheet and carbon and show poster or cardboard sheet to instructor. If approved, proceed to the cutting.

Instructional Objective III

Given a flat sheet with pattern for cutting to construct corners, the drafter-assembler will follow lines and cut corners.



STEP 1 – Begin with left top corner and cut on lines.



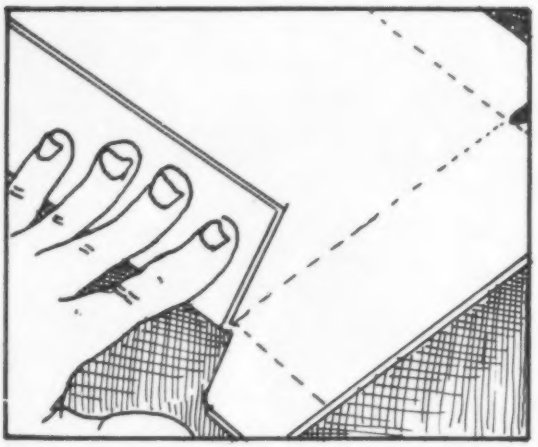
STEP 2 – Repeat Step 1 for each corner.

Check Point

Are all lines cut?

Instructional Objective IV

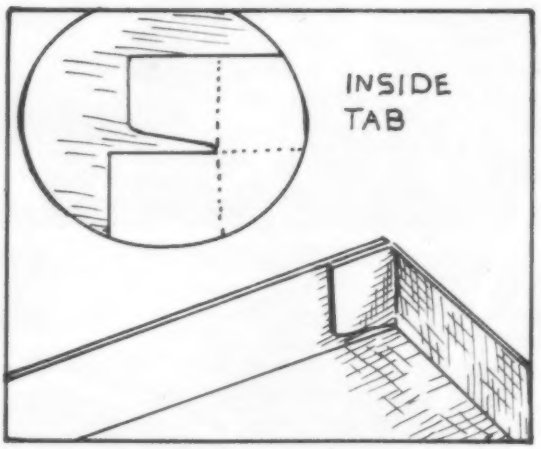
Given directions for folding and gluing corners, the drafter-assembler will construct a box 2" x 9" x 12" (5 x 22.9 x 30.5 cm).



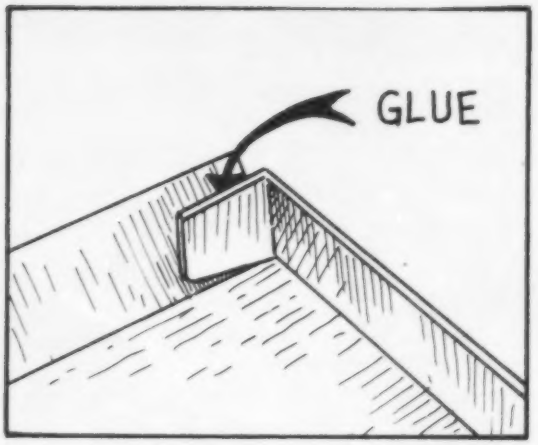
STEP 1 – Begin by folding the box as illustrated. Fold up 2" (5 cm) on all sides.

CHECKPOINT

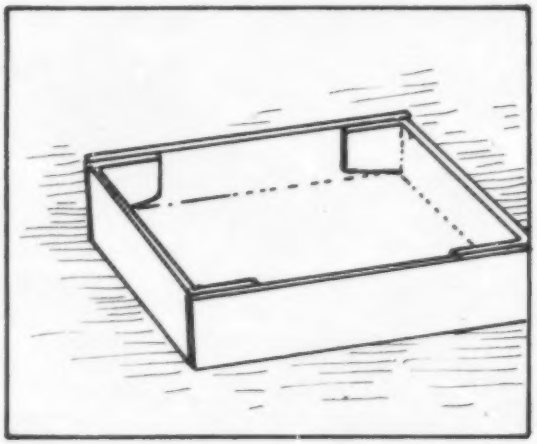
Consult instructor to see if you have folded correctly.



STEP 2 – Bring inside tabs to the inside of the box.



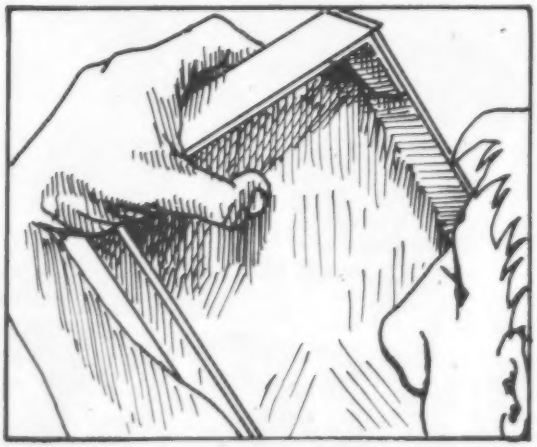
STEP 3 – Bring side wall of box up and place glue between inside tab and side wall.

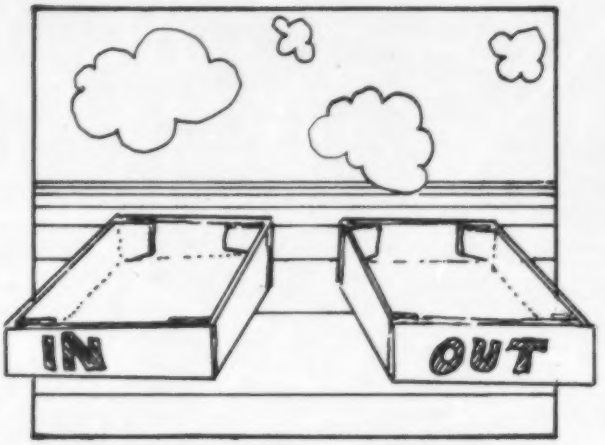


STEP 4 – Repeat at each corner.

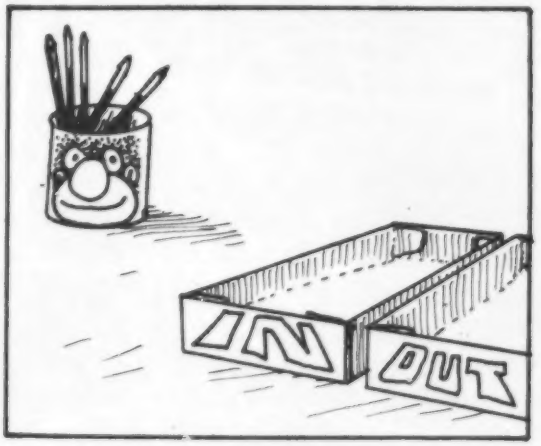
Check Point

Are all corners secure, so that you have a box 2" (5 cm) deep?





STEP 5 – On one end of the box, print "IN" or "OUT" -- consult instructor for which.



STEP 6 – Place box with other accessories.

208.685-010 COLLATOR OPERATOR (clerical)

Tends machine that assembles pages of printed material in numerical sequence: Adjusts control that regulates stroke of paper pusher, according to size of paper. Places pages to be assembled in holding trays. Starts machine. Removes assembled pages from machine.

649.685-018 BINDERY WORKER (paper goods)

Tends paperworking machines, such as corner cutter, embosser, scorer, stitcher, taper, gluer, punch press, and plastic index tab machine to fabricate office supplies, such as file folders, file dividers, index cards, and three-ring binders, from paper or paperboard stock: Positions stock against machine guides, starts machine, and depresses pedal to actuate specified machine. Manually folds and creases materials that exceed machine capacity. Collates printed file folders in numerical order to form set. Forms shipping boxes from flattened blanks and glues labels to box tops. Inspects finished product and places specified quantity and type into boxes according to packing instructions.

649.685-046 FOLDING-MACHINE OPERATOR (paper goods) multifold operator.

Tends machines that automatically cut continuous rolls of paper into sheets of specified length, and fold and interlock them to form paper towels, toilet tissue, and napkins for dispensers or to package: Threads paper from parent roll through rollers and guides and tapes end to that of previous roll. Installs embossing rolls, and adjusts tucker, gripper, and feed rolls according to grade of paper and work order. Starts machine and observes operation to insure uniform dispensing of glue, cutting, perforating, and folding of product. Lubricates machine and makes minor repairs, using handtools. May be designated according to type of machine as DOUBLE-FOLD-MACHINE OPERATOR (paper goods); SINGLE-FOLD-MACHINE OPERATOR (paper goods), or according to article folded as FOLDED-TOWEL-MACHINE OPERATOR (paper goods); NAPKIN-MACHINE OPERATOR (paper goods).

749.131-014 SUPERVISOR, PAINT DEPARTMENT (any ind.)

Supervises and coordinates activities of workers engaged in mixing paint, preparing surface of object to be painted, painting object and drying or baking paint on object. May compute paint mixture formulas. May move controls to adjust furnace temperatures or conveyor speeds. May measure thickness and viscosity of paint applied to objects, using measuring devices. May be required to have experience with particular materials or products painted and application methods. Performs duties as described under SUPERVISOR (any ind.).

749.684-010 DECAL APPLIER (any ind.) decal transferrer, design transferrer; print applier.

Applies decal designs to surfaces by moisture process: Cleans surface to be covered, using moist cloth. Submerges decal in water to moisten adhesive and backing paper. Positions decal on surface visually or using template and smooths out air bubbles with roller or edge board. Slides backing paper from decal and wipes off excess adhesive with damp cloth. May cut out decals from sheet with scissors. May varnish over design. When applying decals to chinaware may be designated as PRINT DECORATOR (pottery & porc.).

749.684-014 DECORATOR (furn.)

Applies decorative designs to furniture by hand, performing any combination of the following duties.: Positions specified stencil on furniture and sprays or brushes paint into stencil opening to apply decorative designs or lettering, using spray gun or brush. Applies decal designs to furniture surfaces by moisture process [DECAL APPLIER (any ind.)]. Brushes shellac, paint, or gilt onto surface of furniture to form decorative designs, stripes, or letters. May be designated according to duties performed as STENCILER (furn.); STRIPER (furn.). May apply decorative designs or lettering to inflatable athletic balls, using methods described above, and be designated DECORATOR (sports equip.).

749.684-038 PAINTER, TOUCH-UP (any ind.) final-touch-up painter; finish repairer; spot sprayer.

Brushes or sprays paint to cover scratches, chips, or repairs in painted finish of items, such as refrigerator cabinets, washing machines, or automobile bodies: Cleans and prepares surface for painting, using water, solvent, and scraper. Applies thin, even coat of finish material, such as paint or lacquer, to sanded area, using spray gun. Sprays lacquer or thinner material over finish coats to blend in spots and eliminate halo around repair. Paints chipped spots with brush. Compares color of paint supply with color chart and workpiece and remixes it to match standard colors. Maintains spray painting equipment. May mark identifying code on workpiece to indicate destination for further processing.

860.381-022 CARPENTER (const.)

Constructs, erects, installs, and repairs structures and fixtures of wood, plywood, and wallboard, using carpenter's handtools and power tools, and conforming to local building codes: Studies blueprints, sketches, or building plans for information pertaining to type of materials required, such as lumber or fiberboard, and dimensions of structure or fixture to be fabricated. Selects specified type of lumber or other materials. Prepares layout, using rule, framing square, and calipers. Marks cutting and assembly lines on materials, using pencil, chalk, and marking gage. Shapes materials to prescribed measurements, using saws, chisels, and planes. Assembles cut and shaped materials and fastens them together with nails, dowel pins, or glue. Verifies trueness of structure with plumb bob and carpenter's level. Erects framework for structures and lays subflooring. Builds stairs and lays out and installs partitions and cabinet work. Covers subfloor with building paper to keep out moisture and lays hardwood, parquet, and wood-strip-block floors by nailing floors to subfloor or cementing them to mastic or asphalt base. Applies shock-absorbing, sound-deadening, and decorative paneling to ceilings and walls. Fits and installs prefabricated window frames, doors, doorframes, weather stripping, interior and exterior trim, and finish hardware, such as locks, letterdrops, and kick plates. Constructs forms and chutes for pouring concrete. Erects scaffolding and ladders for assembling structures above ground level. May weld metal parts to steel structural members. When specializing in particular phase of carpentry is designated according to specialty as COMBINATION-WINDOW INSTALLER (const.); LAY-OUT CARPENTER (const.). When specializing in finish carpentry, such as installing interior and exterior trim, building stairs, and laying hardwood floors is designated FINISH CARPENTER (const.). When erecting frame buildings and performing general carpentry work in residential construction is designated HOUSE CARPENTER (const.). May remove and

replace sections of structures prior to and after installation of insulating materials and be designated BUILDING-INSULATING CARPENTER (const.; ret. tr.). May perform carpentry work in construction of walk-in freezers and environmental test chambers and be designated CARPENTER, REFRIGERATOR (refrigerat. equip.). Additional titles: DOOR HANGER (const.); FINISHED-HARDWARE ERECTOR (const.); GARAGE-DOOR HANGER (const.); HARDWOOD-FLOOR INSTALLER (const.); JALOUSIE INSTALLER (const.); STAIR BUILDER (const.); TRIM SETTER (const.); WEATHER STRIPPER (const.); WOOD-SASH-AND-FRAME CARPENTER (const.); WOOD-STRIP-BLOCK FLOOR INSTALLER (const.).